

Oldsmar Elementary

2024-2025 Parent and Family Engagement Plan

I, Gregory Logan, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(I)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parent and Family Engagement Mission Statement

- **Response:** All stakeholders will work together in a cooperative partnership, which will enable our students to become contributing citizens and lifelong learners. Together we will provide a curriculum that is driven by data and based on individual needs.

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parent and family engagement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Oldsmar Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

Strong responses include:

- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
 - Information on how the school will provide other reasonable support for parent and family engagement activities under section 1118 as parents may request [Section 1118(e) (14)].

Response: Oldsmar Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and

evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings. Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parent and family engagement activities under section 1118 as parents may request [Section 1118(e) (14)].

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

| count | Program | Coordination |
|-------|---------------------------|--|
| 1 | VPK | Oldsmar Elementary School and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinating meetings with parents, VPK teachers, and the kindergarten teachers to discuss specific learning needs of students, and transition to kindergarten. All VPK classes will participate in 100 days to kindergarten to promote readiness skills. |
| 2 | Kindergarten Open House | Oldsmar Elementary School will provide families information that is important to help their children transition from PreK to Kindergarten. |
| 3 | Celebrate Literacy Events | Families will be invited to celebrate literacy practices with us at school. Teachers and others will share practices that promote reading fluency, comprehension, and phonemic awareness to increase at home skills. |
| 4 | Title 1 Family Meeting | During our family night, we will share with families the benefits of Title 1 programs and what specific ways they can support learning at home. |
| 5 | Student Led Conferences | This event will be held by the students and teachers to showcase their data to their students' parents. This event will take place each quarter during the year to showcase their success and areas of growth within each grade level. |

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| 6 | Math & Science Night | This event will incorporate scientific experiments, mathematical games and other practices that will deepen the understanding of our families on grade level standards in both math and science. |
| 7 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP. |

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|---|---|-----------------|---|
| 1 | Maintain documentation | Principal, Assistant Principal and MTSS Coach | September 2024 | Title I Crate will be maintained with supporting evidence of school and family events that promote learning and Title 1 programs. |
| 2 | Stand Alone Annual Title I Parent Meeting | Principal, Assistant Principal and MTSS Coach | September, 2024 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | Assistant Principal and MTSS Coach | August 2024 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal and Assistant Principal and LMS | August 2024 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal, teachers, Assistant Principal and MTSS Coach | August 2024 | Flyer with date of dissemination and posting on school website, School Messenger message |

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|---|--|---|-------------|--|
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal, Assistant Principal and MTSS Coach | August 2024 | Copies of agendas, PowerPoint presentation, and handouts |
|---|--|---|-------------|--|

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Oldsmar Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year.

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|------------------------------|-----------------------------------|---|-------------|------------------------------------|
| 1 | Annual Title I Meeting | Principal and Assistant Principal | Assist parents and students with school-wide and classroom expectations so that | August 2024 | Sign-in sheets, handouts, agendas, |

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|---|------------------------------|--|--|--------------|---|
| | | | their child(ren) will be successful during and after school. | | and presentation materials |
| 2 | Curriculum Literacy Night | Principal and Assistant Principal Magnet Coordinator & ELA Coach | Parents will be provided with content specific sessions, aligned with FL BEST ELA standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by gains in the area of reading on the statewide assessment. | October 2024 | Sign-in sheets, handouts, agendas, and presentation materials |
| 3 | Back to School Nights | Principal and Assistant Principal | Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school. | August 2024 | Sign-in sheets, handouts, agendas, and presentation materials |
| 4 | Curriculum Night | Principal and Assistant Principal | Parents will be provided with content specific sessions, aligned with FL BEST Math standards and science standards, identifying strategies they can use at home to promote highest student achievement in math and science across all content areas to support 100% gains on statewide assessments. | January 2025 | Sign-in sheets, handouts, agendas, and presentation materials |
| 5 | Curriculum/Achievement Night | Principal and Assistant Principal, Magnet Coordinator, Content Coaches | Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home over the summer including a summer reading project to promote highest student achievement and student growth over time. Parents will also have time to sit with their child to review their portfolio of work from the year, areas of improvement and areas for continuous work. | April 2025 | Sign-in sheets, handouts, agendas, and presentation materials |

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
 - o The state's academic content standards and state student academic achievement standards, State and local assessments

including alternative assessments, parent and family engagement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;

- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|------------------------------|--|---|-----------------------------|---|
| 1 | Ongoing PLC | Principal, Assistant Principals | Improve the ability of staff to work effectively with parents. | August 2024- May 2025 | Conference agenda and other appropriate documentation as required |
| 3 | SAC | Principal | Provide background knowledge on student population, collaborate on school wide routines and processes | September 2024 – May 2025 | Teacher/Parent/Administration observations and meeting |
| 4 | Technology | Principal, Assistant Principal and LMT | Teachers will receive training in Dreambox, iStation, MyON, and other computer based assessments that we will implement in the 2024-2025 school year. | September 2024 – March 2025 | Handouts Agendas Sign in sheets |
| 5 | Serving All Students | Principal, Student Services & ESE Team | Teachers will work together with families to encourage understanding of the IEP and 504 process, goal setting and accommodations. | October 2024 | Agendas, handouts |

Review Rubric:

Content and type of activity including the following:

- Valuing of parent and family engagement,

- Communicating and working with parents,
- Implementation and coordination of parent and family engagement program,
- Building ties between home and school, and
- Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Oldsmar Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and

- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Oldsmar Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including planners, grade level newsletters, meetings, letters home, the school messenger, email and the school website. At the Back-2-School night and **stand-alone Annual Title I Meeting**, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Oldsmar Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent’s native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Upload Evidence of Input from Parents (Crate)

Upload evidence of parent input in the development of the plan

Upload Parent-School Compact (Crate)

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact in all languages represented at school site.

Upload Evidence of Parent Involvement in Development of Parent-School Compact (Crate)

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|------------------------------|----------------------|------------------------|---|
| 1 | Meet the Teacher | 1 | 300 | Families were invited to come to school and meet their child's teacher. This visit would also show families their child's classroom space as well as set the expectation for communication between teacher and family. |
| 2 | Open House | 1 | 225 | Families were invited to come to school and learn about our Oldsmar expectations and how they can be involved in their child's success story. |
| 3 | Literacy Night | 1 | 80 | Students and parents participated in literacy carnival like games. Parents learned how to utilize the games at home with their students to support all content areas. Parents were able to sit with grade level teachers and specialist to learn more about grade level expectations. Through the discussions parents were able to learn more ways to support their students with literacy from home. |
| 4 | Kg Student Showcase | 1 | 58 | Families were able to learn about their scholar's success within the classroom setting. Data was shared by the teacher as well as individual data shared by the scholar to their family. Grade level proficiency was explained and goals were set by scholars. |

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|------------------------------------|----------------------|------------------------|--|
| 1 | Ongoing PLC's with Leadership Team | 70 | 34 | Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan |
| 2 | Positive Behavior Supports | 8 | 42 | Strategies are shared with staff about problem solving behavior issues in the classroom and reducing discipline referrals as well as specific interventions for Tier 2 and Tier 3 behaviors. |
| 3 | Technology | 3 | 42 | Teachers had multiple opportunities to learn about engaging ways to incorporate their 1:1 scholar laptops. Teachers were also trained in iReady, Dreambox, Performance Matters and Splash learn. |

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|--|--|
| 1 | Lack of parent involvement at Learning Nights (African American, economically disadvantage) | Survey families for best time of day, provide a variety of times as well as modalities for trainings |
| 2 | Unable to contact parents/multiple calls from several teachers in one day(African American, economically disadvantage) | Collaboration between teams of teachers, data entry updated monthly by FOCUS logs |
| 3 | Parents unable to get information on what is happening in their child's classes (economically disadvantage) | Multiple modalities of communication: email, phone home, newsletters, home visits In person conferences |

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement plan described in Section 1118.

Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

| count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|

- **Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.